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JULY-AUGUST • 1919

• THE • AMERICAN •
SCANDINAVIAN
REVIEW

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SCANDINAVIAN TRUST COMPANY

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Loans and Discounts	\$25,156,722 57	Capital	\$1,000,000 00
Overdrafts	191 95	Surplus	1,500,000 00
Bonds and Securities	6,041,638 62	Undivided Profits	384,318 70
Cash on Hand and in Banks	5,810,525 48	Unpaid Dividends	8,520 00
Accrued Interest and Accounts Receivable	100,878 83	Reserve for Unearned Interest, Taxes, &c.	280,039 04
U. S. Bonds Borrowed	650,000 00	Accrued Interest Payable	73,321 92
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THOROLF HOLMBOE, of Norway, represents that middle ground in art, neither academic nor futurist, which appeals to American art-lovers. His paintings have the freshness and brilliance of the moderns without their excesses. Mr. Holmboe was in New York last May in connection with his exhibition in the Ralston Galleries on Fifth Avenue. He intends to exhibit in other American cities in the autumn and winter.

MAURICE FRANCIS EGAN, late United States Minister to Denmark, recently elected a member of the Board of Trustees of the American-Scandinavian Foundation, is a frequent contributor to the REVIEW.

WILLIAM HOVGAARD, Professor of Naval Architecture at the Massachusetts Institute of Technology, is one of the founders of the American-Scandinavian Foundation and is chairman of the committee which has to do with the award of its stipends. His great services to our Government during the war have been mentioned in previous issues.

LEE M. HOLLANDER, formerly with the University of Wisconsin, has recently accepted a position at the University of Nebraska.

OLAF BJÖRKMAN is a promising young Swedish-American sculptor. He was one of those invited to compete for the John Ericsson Monument to be erected in Washington.

OLE HANSEN, mayor of Seattle, who sprang into national fame over night, is of pure Norwegian stock, his parents having emigrated from Gudbrandsdalen in Norway to Wisconsin. He has not affiliated with people of Northern origin, due perhaps to accident, perhaps to the zeal of his American citizenship, but his message in the REVIEW to-day shows that he is fully conscious of his Norse inheritance.

GEORGE EDWARD V. RIIS was special press representative of the Government Committee on Public Information at Copenhagen during the war. After his return he has taken up his work as a reporter on the Brooklyn *Eagle*. He is the son of Jacob A. Riis.

VIGGO CONRADT-EBERLIN has recently joined the staff of the Foundation.

DAVID F. SWENSON is a Swede by birth and is professor of philosophy at the University of Minnesota.



Painting by Thorolf Holmboe

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The Question of Language

By MAURICE FRANCIS EGAN

PATRIOTISM, as we all know, is an essential virtue. Edmund Burke says, somewhere, that in order to love our country thoroughly we should endeavor to make it worthy of love. Patriotism, then, should burn with a clear and steady flame; it should illuminate, not sputter or flush into great fires that burn rather than warm. During the late war the flame of American patriotism burned with splendid and sustained light; it was understood that our men and women were brave and courageous and full of fortitude, because they loved the beauty of their own land, and felt that this beauty must be preserved, even at the sacrifice of all they valued on this earth. But, at the same time, there was and is a certain amount of the sputtering kind of patriotism. Now that the crash and thunder of the conflict is gone, this kind of patriotism shows itself in a foolish gentleness, in a foolish tolerance of the very despots who were responsible for this war and who would begin it again if circumstances permitted.

There is, too, a petty and almost equally foolish determination to deprive ourselves of all the value of what, before this war, we considered good in German culture. Nothing could be more absurd, more short-sighted than the outcry of narrow-minded persons against the use of the German language and the study of the best German literature and of the best German music in our institutions devoted to higher education. As to the teaching of German in the secondary schools, as a merely secondary language, that is a matter which ought to depend on utility rather than on sentiment. If the use of the German language tends to perpetuate among German immigrants the evils of autocracy or the equally grave evils of the left wing of the Socialists, of the spurious disciples of Spartacus or of the new Nihilism, no preponderating voice in politics—local or otherwise—ought

to be accepted as an excuse for the teaching of that language in the schools, where another secondary language might be more useful. In communities where disintegrating opinions prevail it should be barred out. In most communities to-day, when it comes to utility, Spanish is, however, a more valuable language than any other. Our business men have suffered in Mexico, in Central and South America, in Brazil where Portuguese is spoken, through their agents knowing no language but their own or, perhaps, a smattering of German.

Leaving aside the question of utility, there is no reason why the languages of the fatherlands of our various naturalized fellow-citizens should not be preserved, not only to increase the interest of the children of these foreign citizens in the literature of the countries of their parents, but to give young Americans the chance of broadening their minds—much too insular, since our English traditions, valuable as they are, make us more or less provincial—by acquiring the knowledge of a new world. It is time we learned in these United States that every American is badly educated who cannot speak and read another language in addition to his own. If, in New England, a French Canadian child or a Portuguese-speaking child comes to the United States to be a citizen of this country, he must be taught English first; but having the foundation of a foreign language in which a great literature exists, he should be assisted, in the interests of the best culture, in acquiring a knowledge of the language and literature which are responsible for any greatness the country of his ancestors possesses. There is no reason why the child of the Portuguese farmer in Massachusetts or the Italian truck gardener in New York or the Danish agriculturist or dairyman in Nebraska should not know at least the folk-lore of Portugal, Italy, or Denmark. If the young American with a Portuguese name can read Camoëns, if the young Italian can understand Manzoni, or the young Dane laugh over the comedies of Holberg, he will be a much better American citizen; for the time has come when we begin to understand that American citizenship is best served by the highest possible culture among those who possess it. We are learning from the example of even the smallest of European nations that fine beauty in music, in art, and in literature ought to be part of our national life.

If we should judge the spiritual and mental state of our own people by the songs they sing, or by the pictures they seem to love in the Sunday supplements, or by the wild and lurid presentments in the "movies," or the equally weird stories in the cheap magazines, we should come to the conclusion that what is called culture is popularly unknown in the United States.

There are Americans so foolish as to look with scorn on the Norwegian or the Swede plunging through the snowdrifts in Minnesota, working patiently from day to day in cold and heat, because

he speaks our language incorrectly and with what we consider an extremely vulgar accent; but if we understood that this same Norwegian or Swede knows and loves the history of his country, can sing the traditional folk songs of his country, can judge of the value of a picture or a statue by comparison with the works of art he has seen in his own country, or can whistle the Peer Gynt Suite of Grieg, we should have a reasonable respect for him, and not treat him with condescension. The knowledge of another language and another literature means the entrance into a new world.

Wherever any language in the dominions of these United States is made to be predominant over the English language, a tremendous mistake has been made. No German, no Spanish, no Scandinavian colony should be permitted to put a foreign language even on the same plane as the English, and no child in our public schools ought to be permitted to learn a foreign language until he has become fairly proficient with the language of the people of which his parents have become a part by choice. Through the carelessness of the proper authorities, Spanish remains the superior language in New Mexico, I understand; through even grosser indifference, there are in certain districts in this country groups of individuals who speak English only in their business relations and relapse into German or Yiddish whenever the opportunity occurs to consider things of the mind. Years ago the attempt to Germanize the Catholic Church in this country was boldly fought off by Cardinal Gibbons and Archbishop Ireland. It was proposed by the German propagandists that Bishops speaking the German language, pastors preaching only in German, and Teutonic teachers should be allowed to mold religiously the souls and hearts of the immigrants from Germany. So unaware were many well-meaning people of the dangers of this proposed process that Archbishop Ireland was made the target for assaults, vicious assaults, from even men who ought to have known better. The far-sighted prelate won a victory, and a just and righteous victory; but not for a moment did he propose that the German language should be suppressed as a means of culture in this country, or that it should cease to exist as a trained handmaiden, let us say, of the English. The argument was made that foreign-born parents were often placed in an undignified position before their children when these children, ignorant of the language of the motherland, heard only the broken English of their elders. It was natural enough that a child should suspect his father and mother of ignorance, because they spoke English incorrectly or with a strange and uncouth accent. As a measure of dignity, the parent felt that he must have his child taught his own language, in order that the child might preserve respect for him through the knowledge that he could speak his own native language with decent correctness. Nobody objected to this.

It was easily seen that the son or daughter who looked down on his father or mother might readily become an undesirable citizen. Again, say what we will about the superior worth of democracy, it must be understood that a democracy which cuts off the traditions of the ancestors of any family ceases to be the medium of the increase of self-respect. The best thing about the Chinese is, after their honesty in business, their tremendous respect for the traditions of their ancestors; and we can learn much in this regard from this antique and over-civilized race. *However, if it should be necessary in order to preserve traditions that English should be made to take a second place in any family or school, the teaching and even the influence of the literatures of the old world ought to disappear*

Among the over-zealous patriots who would narrow our whole system to a condition of education so circumscribed that it would leave the American citizen hopelessly local and provincial, are those who know no language but their own, and that very inaccurately. They have little concern with either tradition or beauty in literature and art. They never buy a picture and seldom purchase anything but a mediocre book; they think in dollars only; they strive to conceal a commonness of thought by loud yells of patriotism, and denounce all who oppose them as traitors—these are the most shrill-voiced advocates for the driving out of all foreign languages from our educational system.

There was, I recall, a tradition among some of the older people of Virginia that when the colonies were about to break with Great Britain, a member of the Assembly proposed that the new nation should have a language of its own! An echo of this is heard today when it is suggested that Americanization cannot go on without the suppression of all foreign languages.

The nearest we have come to the production of a purely American language is the substitution of the spelling of Webster for that of Doctor Johnson—not by any means an entire gain. The closer the English language of both countries is kept, the less danger there will be of its deterioration. If an Academy of Arts and Letters should undertake the task—as the French Academy has done—of keeping our language pure, we should have fewer strange and uncouth pronunciations of a speech which Shakespeare, Milton, Newman, Walter Pater, Washington Irving, and Hawthorne have made almost as perfect as any language could be.

It is very possible that a bill will pass in Congress to abolish the teaching of German even in the normal schools; but this ought not to be looked on as an ethical patriotic measure. It is entirely a question of expediency. In older times, in our country, French and German were held to be necessary parts of every well-brought up person's education; and when Greek came to be looked on as unneces-

sary in our workaday age, either French or German was permitted to take its place. The objection to French, to German, to Spanish, to the Scandinavian languages in the lower grades of the public schools, is valid only when we consider that so many more important studies are left out of the curriculum, which as a rule is not founded either on scientific psychology or the actual needs of the pupil; but if any one of these languages can be taught without loss of time, there is no reason why it should be omitted.

Philologically, the Scandinavian languages fit as suitably into the teaching of English as Latin or any of the Romance speech. The backbone of our language is Scandinavian, not High German at all; consequently, if the aim of the teaching of foreign languages in the school is to assist the student in a more discriminating knowledge of the sources of his language, German has no value; but Danish or Swedish or Norwegian has much; even Dutch, if we are to leave out the question of utility, has a greater claim than German. There is no doubt, however, that to attempt to drive out the German speech from the higher institutions of education would be to limit our knowledge of a nation whose activities in future we have every reason to fear, and whose best literature we have every reason to admire.

The old unreasonable worship of German philosophy, of German methods of education, of German ideals of statehood, must go. We were fooled by the philosophy and theology and the pretensions of German Kultur long enough; our eyes have been opened, and it would be folly to close them again, though some of our beloved brethren seem willing to do so.

It would be a great pity if the child of Scandinavian parents should be unable to read the literature of his ancestors in the original. One feels a certain unpleasant surprise in meeting the son or the daughter of a Dane who says frankly that he does not know either the speech or the literature which proudly claims the ballad of Valdemar and Queen Dagmar, one who must read Beowulf in translation and who can neither enjoy the comedies of Holberg nor the modern books of Johannes Jørgensen, to whom *Elverhöi* is a dead letter, and *Der var en Gang* seems to be in a dead language. Similarly, the American of Swedish descent who cannot read Selma Lagerlöf's books in their own language is to be pitied; and the Norwegian whose American-born child must read Ibsen's *Brand* in an English translation has not done his duty. To force the children of bi-lingual parents to read only one language is to limit at once the scope of their minds and to place great obstacles in the way of their cultural progress.

Personally, I should be very glad if I had been taught, when young, the language which my great-grandfather must have known—the

Gaelic; I should indeed feel a very lonely man if I had not been taught the language brought into my family earlier by a French ancestor. The Gaelic, nearly everybody will say, would have been useless; from a practical point of view this is true, but there seems something wrong and anomalous in one's not knowing a word of the Celtic speech that conserved a literature—primitive it is true—which cannot be appreciated translated into an alien tongue, a language which even before the advent of Christianity and the institution of chivalry consecrated, as no other pagan language did, the best ideals of romantic love.

If the influence of American thought and ideals is so weak in our system of public education that our children cannot be trusted to know a foreign language and remain Americans, something is so wrong in our educational system that it needs immediate and scientific attention. The one great difficulty with most of our directors of education is that they have ceased to think deeply. The mind of a teacher is the most subtle and delicate thing in creation, except the soul of a child or a violin string. The teacher who has spent many years in his vocation or avocation either becomes so hard and crystallized that he would readily suffer martyrdom in order to avoid the effort of scientific thinking, which might mean the throwing away of the outworn formulæ he has painfully acquired; or he becomes that most enviable of all creatures, the possessor of the plastic mind. The teachers who fall into the bigoted outcry against the preservation of modern foreign languages in our system of education have either become too tired to think, too machine-like not to follow the path of least resistance, or too servile to what seems to be a momentary current of misguided public opinion.

In the United States, there are two dangers that we have most to fear: lack of thought and lack of knowledge. To these dangers may be added a lesser—the lack of encouragement for those beauties of art and literature which make life not only pleasant but endurable. There is not an Italian peasant—one of a class so utterly despised by the lovers of the Almighty Dollar—who does not understand better the value of the beauty of life than the average American. We must all admit that this condition has begun to change; music, in spite of the sordid attitude of the ignorant and self-complacent, is becoming gradually a very small part of our national life; but this change in the point of view of our countrymen, who once regarded "Yankee Doodle" and "Old Hundred" and "Home, Sweet Home" and "I Want to be an Angel" as the highest form of melody, is being brought about by the influence of foreigners.

The most crowded days at the Brooklyn Museum of Art were during the time of the exhibition of the work of Swedish painters; the gallery of the Metropolitan Opera House during the opera season

is crowded, not by Americans, but by Italians and Russian Jews. It is the foreigner who, in poverty, forgets the struggle of life in the satisfaction of his love of art. If you see in New York City a boy or a girl with a violin or a 'cello in the Subway, hastening to his lesson, it is almost sure to be either an Italian or a Russian Jew, or perhaps a Pole; but you will find among a similar class of our population, a cynical attitude to the fine arts. Even among the thrifty farmers who are looked on as the salt of the earth, the very pillars of our community, the most self-sacrificing of patriots, music and good art and good literature are looked on as unnecessary to the conduct of life. There are exceptions, of course; but the assertion attributed to the Persian poet, Hafiz, "If I had two loaves of bread, I would give one for a hyacinth," is not often echoed in the ordinary language of our country communities.

If we are really serious in our belief in democracy which implies the opportunity of rounding out the lives of each citizen, of giving each citizen, not only the means of earning a living decently, but of enjoying opportunities for cultivation, we must resist all attempts to narrow the minds of our young folk by depriving them of access to new and great worlds; we must resist that Puritanical narrowness which would confine education, or rather instruction, to a rudimentary training of the mind. There are probably no nations in the world, except England and the United States, where a man in possession of only one language would not be looked on as badly educated.

One always suspects the sincerity of that convert to another religion who curses the faith of his fathers, and one likewise cannot help suspecting the loyalty of the foreigner who neglects to preserve the beautiful traditions of the country of his parents. To love one's wife more is not to love one's mother less, and one of the best means of producing an enlightened and firm American spirit is, I repeat, to have the child of foreign born parents love and respect the language and literature which were the best expression of whatever greatness and beauty that nation possesses.



Americanization and the Native Languages

By WILLIAM HOVGAARD

ANYONE acquainted with Prussian methods of Germanization as practiced for more than fifty years in the Danish part of Slesvig and the results which these methods have produced will know that suppression and compulsion as applied to languages with the object of promoting assimilation of a foreign nationality are certain to defeat their own object. This is because the language is closely related to that which is most intrinsic in human nature, being the medium of expression for thoughts and emotions, and being associated with the most tender memories of the individual as well as the fondest traditions of the race. Any attempt to interfere with or to restrain its use is in the deepest sense an infringement of human liberty and will always be most bitterly resented.

In Slesvig the Danish language was prohibited in schools and churches and could be taught only in the homes. All manifestations of Danish sympathies were repressed by harsh measures. Economic interests exerted a constant pressure tending in the direction of Germanization, for it was obviously to the advantage of the Danish population to enter into closer economic relations with the great and rich market to the south. Yet, in spite of all, the Slesvig Danes preserved their language, their traditions, and their love for Denmark, and are to-day the most Danish of the Danes.

Now it is a remarkable fact that the same people after emigrating to this country, as many of them did, acquired the English language with the greatest eagerness, and after a few years voluntarily gave up the Danish nationality for which they had fought so hard under the German rule. The explanation is that in the United States the immigrants enjoyed perfect freedom of language, and no outside and direct pressure was exerted on them to make them change their nationality. The absence of compulsion made the immigrants forget that they were foreigners, and they soon felt at home. Willingly and almost unconsciously they followed the line of least resistance. They did that which was to their best advantage and learned English as soon as possible. What is true of the Danes from Slesvig is true of all European immigrants speaking languages other than English. The generous and hospitable spirit which has always characterized the American attitude to the foreign-born element seems to overcome all obstacles to assimilation. In fact, nothing is more marvelous than the rate at which foreign elements were absorbed in the United States prior to the War. In general, the second generation was virtually American. This result testifies to the excellence of the policy hitherto pursued.

Then came the war, the great centralizer and unifier. It aroused patriotism, but emphasized at the same time differences in nationality. An investigation showed that the number of foreign born in the United States who did not speak English and who were not citizens was much greater than generally supposed. A demand arose for a more rapid and complete Americanization and in particular for further spreading of a knowledge of English among the alien population. This movement is not only political, but also social, economic, and humanitarian, inasmuch as it aims at equipping the immigrant better for the economic and social struggle. The campaign may prove of the greatest benefit to the country at large and to the foreign born in particular, provided it is conducted in the right way.

All over the world the War has caused a nervous strain and has created an agitated state of mind, which has not yet subsided, and from which this country is not wholly exempt. In matters national and international, symptoms of impatience, intolerance, and suspicion, which are foreign to the best American traditions have shown themselves in many cases. Undoubtedly, most of those who conduct the campaign for Americanization and for promoting a knowledge of the English language will avoid putting undue pressure on the foreign born, but there is reason to believe that there are some who, in their enthusiasm, are apt to be too strenuous. It must be borne in mind that the acquisition of a foreign language requires time and effort, as anyone will know who has made a serious attempt in that direction. There are organic difficulties which few people can quite overcome, and the efforts required involve with some a severe mental strain. This is true, in particular, of the masses of immigrants who come here with a minimum of scholarly attainments. It is not wise, therefore, to force the pace too much.

Prohibition of the native languages in schools and churches has been talked of, but would certainly create much ill feeling and seriously interfere with the work of Americanization. Presumably there is small danger of such Prussian methods ever being adopted in this country. The policy should be one of helpfulness and encouragement rather than of compulsion and reproach. The foreign-born should be made to realize the enormous advantage to himself of learning the English language, and he should be made to regard the acquirement of citizenship not merely as a duty but as a privilege. This appears to be actually the program of the leaders of the movement.

The present war excitement will subside sooner or later, and people will come to look more calmly at the problem of Americanization, but it would be a pity if, in the meantime, hasty action were taken which would create antagonism and divert this excellent movement from its intended direction. The one-generation rate of Americaniz-

ation hitherto maintained seems all that can be reasonably expected, and one generation is but a short period in the life of a great nation. Assimilation in its psychological aspects may be regarded as an organic process, not unlike the naturalization of a plant transferred from one soil to another. Too much urging and forcing in matters of nationality and language is like tampering with the roots of the plant. The best we can do is to give the immigrant good living conditions and assist him as needed in acquiring the new language, but otherwise to leave him alone. Nature will do the rest.



Olaf Bjorkman, Sculptor

"COLUMBIA" AS CONCEIVED BY A YOUNG SWEDISH-AMERICAN ARTIST

Language Bills in State Legislatures

By LEE M. HOLLANDER

IT IS evident that the present movement to eliminate foreign languages from the schools springs chiefly from the desire to stop the teaching of German to German-speaking children in a German environment. Throughout the Middle West and in every important center, there are solid German constituencies. Most of these took a passionately anti-Allies stand during the first three years of the war, and few of us would care to deny that they might have been a source of grave danger after our entrance into the war if they had fallen victims to the skillful and insidious propaganda that was circulated chiefly in the German language. This sinister possibility has naturally led many Americans to feel that our old laissez-aller attitude toward the subject of Americanization must cease. The consequence is to be seen in the more or less drastic legislation throughout the length and breadth of the land; and, whereas the bills promulgated and passed are aimed directly at German, they affect other languages as well, among them the Scandinavian.

The trend of the legislation so far proposed is perfectly clear. Common to all bills of the more stringent type is the provision that the medium of instruction shall be English, and that no foreign language shall be taught below the eighth grade. Whatever may be said of the wisdom of such legislation, it will be conceded that every state has the right to enact laws to say what shall and shall not be taught in the schools operated wholly or in part with public funds. It is quite another matter, however, to attempt to dictate by legislation what shall be taught and not be taught in schools supported by private means, provided they fulfill the requirements for citizenship. It should be remembered, too, that ordinarily the decision as to the curriculum of the public schools rests with the local school boards; in about twenty of our larger and in many of our smaller cities the school boards have abolished the teaching of German in the public schools, but they never have made, and in the nature of things could not make, any attempt to regulate the private and parochial schools. It is these institutions that are especially being aimed at by the action of the state legislatures.

An examination of the bills proposed will show that many of them are not only unreasonable but, in their essence, unconstitutional. They would prevent citizens who habitually worship in a foreign tongue, and who perhaps understand no other, from exercising their religion freely, and would ultimately make it impossible for parents and children to worship at the same altar. Flagrant

examples of this have been seen in Iowa where Governor Harding sent men around the state to close foreign language churches, and loyal Danish churches were placarded: "Closed by order of the Governor."

The appended list of bills has been prepared from the answers to a questionnaire including the legislatures of all the states. It can not lay claim to being complete, since a number of states failed to send any reply, and others replied while the legislatures were still in session. I believe, however, that, covering, as they do, seventeen states and extending geographically from Vermont to California, they are sufficient to convey an idea of the scope of this legislation against languages. All the bills mentioned have been introduced in the legislative sessions of 1918-19.*

Vermont.—Senate Bill No. 84. The English language shall be used exclusively in the instruction of children in all public or private schools in the state, but the requirement of such exclusive use shall not be construed as prohibiting the conduct of devotional exercises in a language other than English nor as prohibiting the teaching of a foreign language. . . . House amendment: Nor shall the provisions of this act apply to a private school whose course of study in English complies substantially with that prescribed by the state board of education. The Senate refused to concur in the House proposal of amendment and a committee of conference reported that it was impossible to agree, which, in effect, killed the bill.

Pennsylvania.—House Bill No. 286 (substituted for No. 163). . . . Provided that the Superintendent of Public Instruction and each board of school directors and superintendent (of all schools, including normal schools) is prohibited from arranging or adopting any course of study which shall provide for or include the teaching of the German language or the teaching of any subject in the German language.—This bill passed both houses, but was vetoed by the Governor.

Ohio.—House Bill No. 15. . . . All instruction, whether in public, private, parochial or other school shall be given in the English language. Other languages than English may be taught in such schools but only as an addition or auxiliary to the English language.—This bill was not passed, but was referred to the committee on German propaganda in the Senate.

Indiana.—Senate Bill No. 208. (In high schools shall be taught) Latin or any modern foreign language, except German. . . . No. 276. All private and parochial schools which

*I am glad to acknowledge the aid given me by Mrs. Jennie M. Turner of the Wisconsin Legislative Reference Library.

instruct pupils who have not completed a course of study equivalent to that prescribed for the first eight grades of the elementary schools of this state, shall be taught in the English language only, and the persons . . . in control shall have taught them such branches of learning as the advancement of pupils may require. . . . Provided that the German language shall not be taught in any such schools within this state.—Both bills were passed.

Michigan.—House Bill No. 208. . . . All instruction from the first to the eighth grade, inclusive, in those subjects required for an eighth grade diploma, in all the schools of this state, public, private, parochial . . . shall be conducted in the English language . . . nor shall this provision (excepting high schools) be construed as prohibiting religious instruction in private or parochial schools in any language in addition to the regular course of study.—This bill passed the House, but failed to pass the Senate.

Wisconsin.—Several House and Senate bills, similar in nature to those of the neighboring states were amended to unrecognizability, laid on the table, and killed. A new bill is said to be forthcoming soon from the Senate. Strong opposition developed on the part of Polish Catholics, German Lutherans, and the Socialists who wield no inconsiderable power in the state. The Democratic platform contained a plank prohibiting instruction in any foreign language "in all schools, public and private, up to and including the eighth grade or its equivalent." The Republican platform which provided for English only in "the public, common, and grade schools" and merely recommended "that all schools give instruction in the English language" was generally looked upon as a plain dodge to catch the vote of the German and Norwegian Lutherans.

Illinois.—Senate Bill No. 10. No other language than the English language shall be taught in any elementary or grade public school in this state: Provided that nothing herein contained shall be construed to prevent the teaching of languages other than the English language in the public high schools or other higher institutions of learning in this state.—The bill was amended to include private and parochial schools and has not been passed.

Minnesota.—House Bill 79, No. 504. . . . A school, to satisfy the requirement of compulsory attendance must be one in which all the common branches are taught in the English language, from textbooks written in the English language, and taught by teachers qualified to teach in the English language. A foreign language may be taught when such language is an elective or prescribed subject of the curriculum, but not to exceed one hour in each day.—This bill has been passed by both houses.

Iowa.—House Bill No. 6. The medium of instruction in all secular subjects taught in all of the schools, public and private, within the state of Iowa shall be the English language, and the use of any language other than English in secular subjects in said schools is hereby prohibited, provided, however, that nothing herein shall prohibit the teaching of foreign languages as such as a part of the regular school course in any such school in all courses above the eighth grade. The bill passed the House, 102 to nothing, passed the Senate 36 to 12 (2 not voting) and was signed by the Governor, notwithstanding the protest of a delegation of Lutherans representing 700 churches.

Missouri.—House Bill No. 120. In all public or other schools of this state supported wholly or in part by public money or under state control, or in any private or parochial school, all instruction shall be in the English language and all text books used in such schools shall be in said language.—The bill failed to pass.

North Dakota.—It is interesting to note that the language bills were killed in this state where the Non-Partisan League holds sway.

South Dakota.—House Bill No. 149. Instruction shall be *given* all in the common schools of the state, both public and private, in the English language only.

House Bill No. 187. Provides for night schools or compulsory study for those having insufficient or no English education.—Both bills are now law. There was a strong sentiment for their passage "in order to make South Dakota wholly American."

Nebraska.—Senate Bill No. 24. It shall be unlawful for any person, individually or as a teacher, in any private, denominational, parochial, or public school to teach any subject to any child in any other language than the English language until such pupil shall have attained and successfully passed the eighth grade, etc.—Adopted by both houses and signed by the Governor.

The bill was the storm center of a big fight. The Lutheran and Catholic clergy were especially active in opposition, as the wording of the bill seemed to prohibit all Sunday instruction of children under the eighth grade in any foreign language. There has also been opposition from the Jews and in general from the considerable element in the population of Nebraska that speaks some foreign language and uses it in church work. On the other hand, the elements sustaining it include a great majority of those born of American parentage and speaking the English language from childhood. After the passage of the bill, Attorney-General Clarence A. Davis has given it as his opinion that the law does not, as first supposed, apply to the religious

instruction in Sunday or Saturday schools or in the homes, but that it has reference only to day schools that aim to take the place of the public graded schools. Whether this view will be sustained remains to be seen.

Oklahoma.—The legislature passed a bill which was signed by the Governor, declaring that the English language is the only language for use in public and private schools in this state, and that no other language is to be used in the schools or studied below the high school or ninth grade. So far as I am able to state, the bill was passed without opposition.

Washington.—House Bill No. 153 to the effect that "it shall be unlawful for any officer or person in charge of any public or private school or educational institution in this state, or any teacher or other person . . . to permit or cause to be taught or to teach any subject . . . except foreign languages in any language other than English" . . . failed to be considered by the legislature on account of stress of business. Public sentiment seemed rather favorable to the bill, but we saw no strong expressions of support."

Oregon.—There were bills in the Oregon legislature prohibiting the study of the German language in the schools, but they did not pass because the University made it clear that students unless they were allowed sufficient freedom in choice of studies would not have credits and be in a position to carry on graduate work in other universities. There was heated discussion. The only bill that passed was one providing that the language in which subjects are taught shall be the English language.

California.—Senate Bill No. 22. It is unlawful to teach the German language in any public or private school in this state, or to permit any publication in the German language to be used or distributed in any such school or to have a place in any school library.

A determined fight was made against the bill by the secretary of the Board of Regents of the University of California. The proponent urged its passage as an act of Americanism. When an amendment was introduced on the floor to exempt institutions of higher learning, the charge was made that the universities were hotbeds of propaganda and such a law was necessary for that reason. . . . Several leading newspapers, notably the *Fresno Republican* and the *Sacramento Bee*, have declared the bill to be 'silly' legislation. The bill failed to pass, but the state board of education made a law for itself, prohibiting German in public schools. It may still be taught in universities and private schools.



MAYOR HANSEN OFTEN PUTS IN HIS SPARE TIME WORKING IN THE SEATTLE SHIPYARDS. HERE HE IS IN OVERALLS AND JUMPER TIGHTENING BOLTS IN THE KEEL OF A SHIP

A Message from Ole Hansen

I AM proud to be of Northern stock, because we have preserved the hardy virtues that the Southern races have lost. Most people nowadays have too much white bread in them; they have themselves become a soft pulp. Our people have always had to work for what they got. The good things of life came to them sparingly and only in return for honest effort. Therefore we see in this country, too, that the hardest, most difficult work is done by Scandinavians. In the great Northwest, I have seen the lumberjacks who are applying their brawny muscles to felling our forests, and they are always Norskies and Swedes, when they are not Finns. They are in our shipyards too, building our ships as well as sailing them, and it is largely through his children of Scandinavian stock that Uncle Sam is gaining dominion on the sea. If there is a hard-to-get-at place in the world, a Norseman is sure to find it. Go up to Alaska, to some spot so far north that even the Government has not penetrated to it—and you will find a Swede has built his cabin there.

The vikings no longer pillage on land and sea, but they are still with us. We are proud that Leif Ericsson found America before any other white man, but in our day we have Nansen and Amundsen, and we are no less proud of the common sailors who went about their job of sailing the seas and bringing home food as calmly as if German torpedoes had been chocolate creams.

In all my experience of city government, and I have had a great deal, I have hardly ever seen a Scandinavian in a poor-house; I have hardly ever seen a Scandinavian in jail. Scandinavians do not throw up the sponge as soon as they have a little trouble and expect the city or the state to care for them. They care for themselves and, if need be, for one another. I myself grew up in a Norwegian home in Union Grove, Wisconsin. My parents came from Vaage, in Gudbrandsdalen. It so chanced that our immediate neighbors were all Americans, but we lived right on the road where the Norwegian immigrants passed, and they always stopped with us. I think my father's barn must have housed as many as five hundred families in the course of the years. In this way, I learned to know the Norwegian pioneers and to admire their intrepid spirit. The Scandinavian settlers have built the Middle West, not only with the labor of their hands and the sweat of their brow, but also with their intelligence. To mention only one thing, which I have personally had a good deal to do with, our provision for helping farmers with loans at low rates of interest is built on the Danish system. And there are many other good ideas for developing agriculture as well as making life tolerable for the workers that we could learn from Scandinavia.

I have hardly ever known a Scandinavian to fail in doing his duty, once his intelligence had accepted it as his duty. He is no slacker in peace or war. Now, the world needs these hardy virtues. It needs people who have not allowed themselves to get flabby in body or mind. It needs a new realization that the races who will not till the soil shall not eat of its fruits.

This, I think, is what Scandinavians have to contribute to our common country.

Sincerely Yours
Ole Hansen

American Idealism

By FRIDTJOF NANSEN

THIS article on *American Idealism* was written by Dr. Nansen for the *REVIEW* before the signing of the armistice. Slow mails and fast-moving events conspired to bring it into our hands only after certain portions relative to the war were, fortunately, past history. We are therefore using the privilege of sharing with our readers only those parts which point to the future rather than the past. In holding up to us the mirror of our ideals, as reflected in the noblest minds of Europe, Dr. Nansen gives us an incentive to worthier effort. His message is, therefore, particularly appropriate in the *Americanization Number*.

It is now almost a hundred years since Victor Hugo published a remarkable little thing which he called *Fragment d'Histoire*. Therein he showed how the centre of gravity of civilization had shifted from one to the other of three continents; how it was first in Asia with Nineveh and Babylon, then in Africa with Thebes, Memphis, and Carthage, and lastly in Europe, moving ever westward, from Athens to Rome, from Rome to Paris. Now European civilization has led for twenty centuries. Has it not survived itself? Its house is old, very old. Organized society is fast losing the forms bequeathed to it by the past, and those that remain seem chiefly to clutter up the house and hamper the peoples of Europe in their efforts to reach a higher plane. "Is not the time ripe," he asks, "for civilization to resume its majestic progress around the world? Does it not incline in the direction of America? Is it rash to assume that—exhausted and stunted as it has become in the old world—our civilization is seeking new virginal soil which it can fructify and from which it can be rejuvenated? Is it not carrying to that soil the new principle of liberation and evolution which seems to be the law of the future? For this principle is new, although rooted in a two-thousand-year old Gospel—if the Gospel can be said to have any age. This principle has hitherto found its widest application in America. The scale of experimentation there is so vast that a new idea can develop freely without stumbling at every step in the ruins of old institutions. Therefore we may hope that this principle of evolution will find a centre in America and from this centre recreate humanity. A new light will shine out from the new world to the old and give it warmth, life, and youth once more."

So wrote the seer, Victor Hugo. And this very thing is now being enacted before our eyes. Our Europe had grown old. True, there

were many attempts at rejuvenation; but the whole system of inherited antiquated conceptions, institutions, and forms, the barbaric insolence of some nations, the life-weary apathy, scepticism, and anemic lack of initiative in others, offered too many points of support for the forces of the past. Therefore this Europe could not of its own power be recreated and rejuvenated in the light and warmth of the new principle and of the ideals which it is the undying glory of France to have transmitted from the old Gospel and to have implanted also in the new world. If this light should give healing for the sclerosis of the old world it was necessary for it to be reflected with greater intensity from the other side of the world and strengthened by the faith of a younger, a more full-blooded nation.

Victor Hugo, with the vision of the prophet, saw what must come. He was a poet and seer, one of those of whom he himself said that they "look out over the narrow sphere of thoughts and interests that belong only to the moment. They look out into the future, and because they can see, they have faith and hope; they predict the victory of right, the slow but sure progress of righteousness. They are the leaders of humanity, its torch-bearers on the dark road of the future, on the steep ascent that leads to the light." He saw the decline, but he also saw the rise. "I am not of those," he said, "who deny that a last war may be necessary." But after the darkness comes the dawn, and help will come from the west. "Washington will hear us; he will come!" he cried.

And the great wonder came to pass. The invincible champions of liberty came. Washington sent legions of his sons across the ocean to bleed on the soil of France!

The world has never heard anything like the impressive words with which the head of that great nation accompanied the declaration of war. "We have no selfish ends to serve. We desire no conquests, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of the nations can make them." Surely one of the most remarkable speeches that the head of a state ever addressed to his people!

To many, and not least to the Germans, it came as a surprise that America, "the land of the Almighty Dollar" should be the one to show such unselfish idealism. And yet this idealism is peculiarly American—on a large scale like everything else in that country. Strangers may sometimes smile at the admiration of Americans for mere bigness, but it is to them more than words and forms; it is a reality. Nothing over there is ever done in a half-hearted or niggling

way, and preferably everything must be on a larger scale than anywhere else.

Although the nation with its incessant absorption in business may appear materialistic, this is due chiefly to external circumstances. The limitless natural resources that lay ready to hand inevitably drew the best forces of the people to their utilization. Earning money was too easy, and therefore the ablest men devoted their energies to accumulating fortunes, while the pace grew ever more rapid, and city after city rose with teeming millions. But if we look beyond this race for positive gain and physical pleasure, if we pierce through this business life with its accompanying breathless haste and material luxury sometimes carried to the point of effeminacy, which is the outer shell of American life, we find a kernel of sincere idealism. This spirit, in its fresh, primitive simplicity, though seemingly belied by the superficial aspect of American life, has more than once found radiant expression in the history of the people.

It is the same idealism that we meet in their poets, in Longfellow, Emerson, Channing, Lowell, and Walt Whitman. It is embodied in their national saint, Abraham Lincoln, and was manifested in the most remarkable manner in the Civil War. That war, too, was fought by the North for the ideals of the human race, for human rights and individual freedom. The victor had no material profit from the victory and did not seek any. In the same manner, the American people renounced in advance any selfish gains from the Great World War.

This is typically American. These people like to do big business and to make money, but they are also willing to sacrifice property and life in order to realize the great ideals that make existence grander, richer, and more beautiful. They have a fresher and more spontaneous reverence and enthusiasm for their ideals than that possessed, perhaps in paler form, by other races who seem less materialistic and even more spiritually cultured.

To an American his ideals are not mere cold abstractions, images of gods that are held up for adoration; nor are they bric-a-brac or troublesome scraps of paper—they are flesh and blood, actual values that must be realized even at the cost of life itself. An American may sometimes use big words, but he is never declamatory. Impulsiveness and enthusiasm are leading traits in his character, and sometimes they are expressed in a rather noisy way. In American literature, in poetry, novels, and addresses, that which impresses the reader, particularly the European reader, is strength of faith, singleness, warmth, and receptivity of feeling, together with initiative and creative urge.

When Björnson visited America, in the winter of 1880 and 1881, he wrote in a letter to a friend: "The all-uplifting faith in the young

American literature preaches me a daily sermon. It is powerful, it is fascinating, and it is, moreover, the finest fruit of their constitution and the greatest proof of its excellence"—for Björnson believed that this joy and faith sprang from the political freedom of the country no less than from its lavish opportunities for winning the means of subsistence. Its authors, he said, "are so young, so happy, so noble. You will feel the breath of liberty in every line. In spite of its pronounced strain of humor, it is more charitable in its view of humanity than any literature I know."

This is the way American literature impressed a keen observer; doubtless it reflects the soul of the people, and we may find in it the leading traits of their character. "Strange," exclaims Björnson, "that so many of the great spirits among these people and—so far as I am able to judge—so much of their best culture should have a super-spiritual element, a sentimental, idealistic visionary quality, which is the last thing in the world I had expected to encounter in America." And yet this is perhaps one of the most significant traits in the character of Americans and must be apparent to others. It is closely connected with their single-hearted simplicity.

The typical American is simple, even naive at times, and his ideals, too, are simple and primitive, not warped by a life-weary civilization. They rest on those elemental truths upon which all morality must again and again be rebuilt—the right of the individual, the freedom of the individual, for all persons and all nations, whether great or small. This passion for individual freedom is what spells "democracy" to an American and is no doubt an inheritance from England, a reminder that the American commonwealth had a British ancestry. The influence of its early founders, the Quakers and, to some extent, the Puritans, should also be remembered. Their warm and pure faith and idealism still live in the young American nation. While we—with our knowledge, our traditions of experiences and disappointments—are worm-eaten with scepticism and allow our feet to be tangled up in our doubts at every step, the American rushes onward, full of invincible faith in his cause. He never for a moment doubts that his ideals will be realized and give to all humanity the right to life, liberty, and the pursuit of happiness. He wants to rear the great temple of righteousness for all people to dwell in. The millennium of peace is at last to be established. Nothing less will suffice when he puts his hand to the task of world reformation.

In all that we have lived through during these years, one picture from our oldest literature rises again and again to my mind. It is Ragnarok, the destruction of the old world.

For three years the world has been full of nothing but strife and wickedness. Then comes the Fimbul winter, when the wolf Sköll

extinguishes the sun, and Hati the Moon-Hound swallows the moon and sprinkles with blood the heavens and all the air. Garmr howls terribly in front of Gnípa's Cave. All evil powers are let loose. Loki and the Fenris Wolf break their fetters; even Hel throws her gate wide open; the Midgard Serpent stirs in giant wrath and advances up onto the land, causing the sea to gush forth upon the land and float the ship Naglfar, which is built of dead men's nails. The giant Hrymr comes from the east, from the home of the powers of darkness, and steers the ship: the air and water are filled with venom, and no one can travel on the water.

Then the powers of good and the powers of evil shall go forth to the field which is called Vígrídr, which is a hundred leagues wide each way, to do battle and settle the fate of the world.—Is it not the plains of France?—But in this din shall the heavens be cloven, and the Sons of Light shall ride from Muspelheim, they shall come from the west, from beyond the sea; Surtr shall ride first, and before and after him burning fire; his sword is exceeding good: radiance shines from it brighter than the sun. When they ride over the trembling bridge, Bifröst, which connects the world of the old gods with the world of men, the bridge shall break; but the Sons of Muspel shall go forth to that field which is called Vígrídr, and they shall have a company by themselves, and it shall be very bright.

The time of the old gods is past; they shall fall on the plain called Vígrídr. Surtr shall cast fire over all the earth and burn all the world. But the dead shall rise up again to a new order of things. A new earth shall emerge out of the sea, and all shall be green and fair; then shall the fruits of it be brought forth unsown. The mighty one—the prince of light—shall settle every quarrel, pronounce judgments, and fix sacred, unalterable laws. The gods shall rise with youth renewed and build again on Ida-Plain; in the grass they shall find the golden chess-pieces that were lost. In this new world the old truths inscribed on the golden chess-pieces shall be written anew in a shining script which shall give light and faith to men. Even the lusty fighter, Thor, is weary of battles; Mjöllnir he gives to his sons—may we not hope in order that they shall use it in the service of peace, to build new, brighter, happier homes for men!

In this new order of things the great people of the West, the Sons of Muspel, shall be the leaders. The era of peace and the United States of the World, ideals that we have hitherto seen only as a vague distant dream, shall become realities, because they will it, and they have the fire, they have the *faith*!

Current Illustrations



AN ACT OF AMITY FROM THE SWEDISH CHURCH

THE DEATH OF BISHOP DAVID HUMMEL GREER OF NEW YORK BRINGS TO MIND THE PRESENTATION LAST OCTOBER OF THE SPECIAL "HANDBOK FÖR SVENSKA KYRKAN" PICTURED ABOVE WHICH THE SECRETARY OF THE FOUNDATION HAD THE HONOR TO TRANSMIT FROM ARCHBISHOP NATHAN SÖDERBLOM OF UPPSALA. THE BOOK WAS RECEIVED BY BISHOP GREER AND PLACED IN THE SAINT ANSGARIUS CHAPEL IN THE CATHEDRAL OF ST. JOHN THE DIVINE.



MEDAL ENGRAVED AFTER THE MEETING OF THE THREE SCANDINAVIAN KINGS
IN CHRISTIANIA IN 1917

The inscription freely translated is: "In the bankruptcy of the world, which threaten Scandinavia, this handclasp at Christiania will shed light over the North"

Designs for John Ericsson Memorial



DESIGN BY DAVID EDSTRÖM



DESIGN BY AGNES FROMEN

In response to a very general wish, the Committee of Fifty decided to issue invitations to Swedish-American artists to compete for the John Ericsson Memorial to be erected in Washington, Mr. John Aspegren having guaranteed sufficient funds for the purpose. Four designs were submitted, all by Swedes. All feature in some way the portrait of John Ericsson, although in the model by Agnes Fromen it is rather subordinate to the elaborate structure. Karl Skoog, on the other hand, makes the sitting figure of the inventor the center of his monument. Olaf Björkman submits a simple, but attractive design for a fountain with the figure of John Ericsson on one side, and on the other that of Victory holding in one hand the sword, in the other the wheel of progress. David Edström's design is a rune stone intended to be hewn in black Swedish granite; it is surmounted by the bust of John Ericsson and has some extremely interesting bas-reliefs on the sides. The jury consisted of the Executive Committee of the Committee of Fifty augmented by three experts from the East and three from the West. They met in New York, April 12, and decided that none of the models were adequate. It is probable that another competition will be held.



DESIGN BY KARL SKOOG



DESIGN BY OLAF BJÖRKMAN

Magnus Swenson, A Doer of Deeds

By GEORGE EDWARD V. RIIIS

RARELY has an American made so deep and lasting an impression on Denmark and the Danes as Magnus Swenson, who is directing, from Copenhagen, the shipment of foodstuffs to the Northern European nations. There is that about Swenson which instantly appeals. It is not alone his modesty, his genial

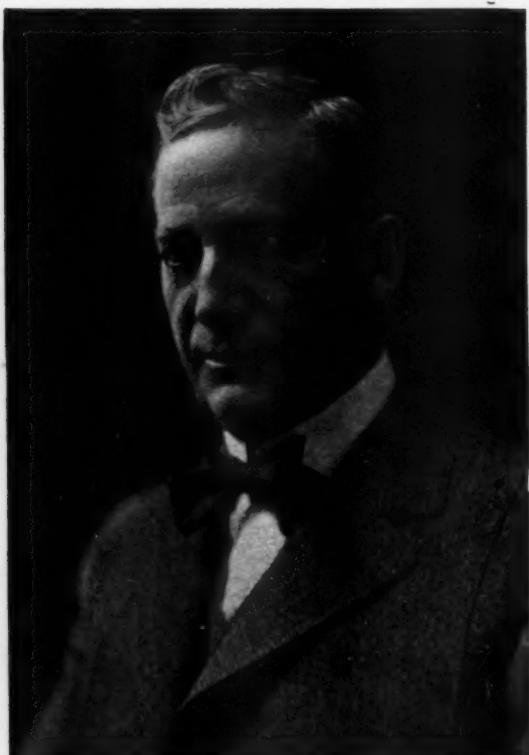


Photo by De Longe Studio

MAGNUS SWENSON

personality, nor yet that intangible something which speaks of the great Middle West from which he hails; for essentially Western he is in his bluff, wholesome heartiness. It is rather the confidence he inspires; you instinctively feel that, after Swenson has tackled a job and finished it, there will be nothing more to do on that particular piece of work. I have lived in the western part of my own country and have seen the Swenson type many times. These Swensons of the West are not lengthy talkers. They are rather Doers of the Word, as Roosevelt would have said. They are the men who made the West the great, strong, fine land it is—the bone and sinew of Americanism.

Shortly after he came, I arranged a meeting for him with fifteen representatives of Copenhagen and provincial papers. He told those Danish pressmen of America's unselfish part in the great war. He spoke of the willing sacrifice of his people and of the manner in which they rose to the occasion when called upon to climb to supreme heights. He spoke with deep earnestness of America's desire to knit closer the bonds binding her with the peoples of the world and of her desire to be in very truth little Denmark's big

brother. He made a friend of every newspaper there, as he later made a friend of every Dane with whom he came in contact.

Swenson had his office in his hat when he came to Denmark, and there were many things to do. Warehouse space sufficient to take care of thousands and thousands of tons of grain and foodstuffs had to be provided. An office had to be found, and finding an office in Copenhagen in February last was a colossal job in itself. And he had to build up his organization.

He did it all in a surprisingly short time. When I left, he had been on the ground only a few weeks, but he had a fine office on Nils Juel Gade with a competent force working under him; he had the warehouse space, he had made friends with the shipping men, and everything was ready for the reception of the first of the fleet of freighters carrying once more the American flag into Copenhagen waters and carrying sustenance and hope to the hungry millions in the nations fringing the Baltic. He had reports from his own agents in those northern countries and knew just what conditions were. Finland was to be succored first, then the other nations in the order of their need.

It is some months now since the first of that great food fleet, the steamship *Bali* from Baltimore, loaded with grain and a general cargo of foodstuffs, cast anchor in the Free Port of the Danish capital, and the cranes were kept busy lifting bags of grain into the yawning openings of the warehouses. It was a gala day. There was speech-making and festivity, in which Danish and American officials took part. For this meant something more to them than the mere arrival of a ship with food. It meant that the friendly bonds between the little nation with the glorious past and the great land on this side of the water had been knit a little closer. It meant that Copenhagen's magnificent Free Port was at last coming into its own. It meant the first of the armada from over seas, which would make the American flag a familiar sight again in Danish waters.

In my mind I see golden days coming to Denmark. I see Copenhagen taking her place where she rightfully belongs as the first commercial port of the North. I see her the point of distribution, not only of food for the hungry but, of raw materials which will again set in motion the thousands of factories that have been idle during the great catastrophe. I see Denmark, with the land so ruthlessly stolen from her in '64, once more a united, happy nation. And I see prosperity and wealth and good will among men as her portion. And to that happy outcome, to those golden days of the future, the quiet Westerner, Magnus Swenson, born a Norwegian, but American through and through, will have been a very notable contributor. Skaal to him! May his shadow never grow less. And to Denmark the good luck and richness which she has so well deserved!

Interesting People: Ejnar Hansen

By VIGGO CONRAD-EBERLIN

MAJOR EJNAR HANSEN of the Medical Corps of the United States Army holds the highest rank attained by a citizen of Danish birth in the war that is just past. He was born forty-eight years ago in Horsens, where he is still remembered as the liveliest and gamest youngster that ever grew up in the old town.



MAJOR EJNAR HANSEN, M. C. U.S.A.

His love of fun did not leave him when he came to Copenhagen to study medicine, and truth compels me to say that he won greater renown as a leader of students' frolics than in the lecture room. It took the hard knocks of his experiences as an immigrant to awaken him to his own powers. In 1896 he landed in New York with five dollars and unlimited courage, but not much else. The country was then passing through one of the worst industrial crises in its history; industries and factories were closed everywhere, and hundreds of thousands were vainly trying to get work. Needless to say, the young college man with no friends, no knowledge of manual labor, and a very imperfect acquaintance with the

English language, found it impossible to get anything to do. How he lived through the first winter is a riddle even to himself. It was one of the severest winters New York has ever known. Ejnar Hansen slept on the floor of a building in course of construction, where the watchman was glad to have his company in the tedious night watches. Early each morning he started out in search of something to do, but try as he would, there were many weeks when his income was only twenty-five cents; it rarely rose to a dollar. By eating at cheap coffee stands, he could live on twenty-five cents, and there were even weeks when he could not afford the coffee stands, but had to subsist on a few crackers from the free lunch counters.

No matter how hungry he was, he never asked for nor received charity.

Spring brought easier conditions. Ejnar Hansen got a job as a carpenter, but he had learned now the necessity for skill, and applied himself to mastering the carpenter trade. He had no intention of making it a permanent job, however. He was saving money to begin again his interrupted medical study. In 1901, he was enrolled as a student at the University of Maryland, from which he graduated with honors in 1904. Two years later he opened his own office in New York. While his patients have come from all nationalities, his main work has been among the Danes, not least among those too poor to pay. He has given not only free medical advice, but money for food and rent as well, when he saw that it was needed. For many years he has managed the Danish Aid Society from which no Dane was ever turned away unaided. It is a charity as full and free as the gospel, never asking whether or not the applicant is worthy, but only whether he is needy.

When the war broke out, Dr. Hansen was in Denmark on a vacation trip. There seemed danger then of a German invasion, and he at once offered his services to the medical corps of the Danish army, but as the threatening cloud blew over for the time being, he returned to the United States. When this country entered the war, he volunteered and was sent as Captain in the Medical Corps to help arrange the military hospital at Camp MacArthur in Texas, where he became chief of the division of urology. Before long he was promoted to major. The hospital at Camp MacArthur, an enormous institution with two thousand beds, looks after the health of the soldiers in the great camp where, during the last year, about one hundred thousand men have been trained before embarking for France. Major Hansen's division consists of eight wards with five hundred beds. He was recommended for commander of one of the great war hospitals behind the line in France, but a serious illness compelled him to remain in the United States. As soon as his work in the army is finished, he will return to his manifold duties in New York.

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MAJOR EJNAR HANSEN, M. C. U.S.A.

His love of fun did not leave him when he came to Copenhagen to study medicine, and truth compels me to say that he won greater renown as a leader of students' frolics than in the lecture room. It took the hard knocks of his experiences as an immigrant to awaken him to his own powers. In 1896 he landed in New York with five dollars and unlimited courage, but not much else. The country was then passing through one of the worst industrial crises in its history; industries and factories were closed everywhere, and hundreds of thousands were vainly trying to get work. Needless to say, the young college man with no friends, no knowledge of manual labor, and a very imperfect acquaintance with the

English language, found it impossible to get anything to do. How he lived through the first winter is a riddle even to himself. It was one of the severest winters New York has ever known. Ejnar Hansen slept on the floor of a building in course of construction, where the watchman was glad to have his company in the tedious night watches. Early each morning he started out in search of something to do, but try as he would, there were many weeks when his income was only twenty-five cents; it rarely rose to a dollar. By eating at cheap coffee stands, he could live on twenty-five cents, and there were even weeks when he could not afford the coffee stands, but had to subsist on a few crackers from the free lunch counters.

No matter how hungry he was, he never asked for nor received charity.

Spring brought easier conditions. Ejnar Hansen got a job as a carpenter, but he had learned now the necessity for skill, and applied himself to mastering the carpenter trade. He had no intention of making it a permanent job, however. He was saving money to begin again his interrupted medical study. In 1901, he was enrolled as a student at the University of Maryland, from which he graduated with honors in 1904. Two years later he opened his own office in New York. While his patients have come from all nationalities, his main work has been among the Danes, not least among those too poor to pay. He has given not only free medical advice, but money for food and rent as well, when he saw that it was needed. For many years he has managed the Danish Aid Society from which no Dane was ever turned away unaided. It is a charity as full and free as the gospel, never asking whether or not the applicant is worthy, but only whether he is needy.

When the war broke out, Dr. Hansen was in Denmark on a vacation trip. There seemed danger then of a German invasion, and he at once offered his services to the medical corps of the Danish army, but as the threatening cloud blew over for the time being, he returned to the United States. When this country entered the war, he volunteered and was sent as Captain in the Medical Corps to help arrange the military hospital at Camp MacArthur in Texas, where he became chief of the division of urology. Before long he was promoted to major. The hospital at Camp MacArthur, an enormous institution with two thousand beds, looks after the health of the soldiers in the great camp where, during the last year, about one hundred thousand men have been trained before embarking for France. Major Hansen's division consists of eight wards with five hundred beds. He was recommended for commander of one of the great war hospitals behind the line in France, but a serious illness compelled him to remain in the United States. As soon as his work in the army is finished, he will return to his manifold duties in New York.

Editorial

A CONSECRATION Now we dedicate ourselves anew to our common country. We consecrate ourselves to a deeper and a purer loyalty, to a broader and a more whole-hearted patriotism. We bind ourselves to a patriotism that shall be inclusive and not exclusive, a patriotism that turns upon no loyal citizen the cold shoulder of suspicion, but extends to all the warm handclasp of a sincere and friendly welcome. We love our country in its people, native-born and foreign-born, men and women of all races and religions, loyal farmers and loyal city-dwellers, brain-workers and hand-workers, skilled and unskilled, all sorts and conditions of men, embarked here upon the high enterprise of establishing a nation, *e pluribus unum*, conceived in liberty and equality under the law. We consecrate ourselves to a patriotism that shall be disinterested and unselfish, striving loyally to support our common country in the measure of our strength, not scheming to make our country support us and further our private ambitions. We pray that our loyalty may be kept pure and unsullied by party passion or selfish greed. We dedicate ourselves to serve the common good; we bind ourselves with a loyalty to the common will; to an undivided allegiance and a disinterested devotion; to an obedience that sees the majesty of the law everywhere, and not only where it serves our interest; to a deep-seated respect for the safeguards of an orderly procedure, to the end that there may be realized a cool and even-handed justice whether in peace or war. Thus we dedicate ourselves to our country, by which we mean the deeper and permanent and common interests of our neighbors and fellow-citizens. At the same time we dedicate ourselves to the task of rearing, in the wonderful new world that is to come when the present birthpangs shall have ceased to trouble, a stable structure of a better human society, founded on the firm foundations of love and justice and truth. God bless America and make her truly great among the nations of the earth!—DAVID F. SWENSON.

AMERICANIZATION The REVIEW believes in all Americanization that is constructive and in none that is destructive. We believe in bringing American culture, political ideals, and social habits to the foreign born, but we do not believe in undermining the institutions by which they can best be reached. Dr. Max Henius, writing in the *Americanization Bulletin* published by the Government, mentions three such institutions: the press, the societies, and the schools supported by foreign-born people. As a means of unifying these and supplying them with educational material he would have a central office created.

The REVIEW has always maintained that the Scandinavian press has done a great work in acquainting the newcomer with his adopted country, and no doubt that work can be extended and given more definite direction. Care must be taken not to make lazy editors; it is a fact that of late the Scandinavian American papers have been so full of material supplied by various government bureaus that there has been hardly any room for spontaneous editorial expression. The matter sent out should not be editorial, but should consist of informative articles on American art, literature, history, and achievements in every field; these could either be translated or used in an English supplement; for we do not think the plan of printing the same material side by side in two languages would commend itself to the economical publisher. These, however, are details that would easily shape themselves.

The societies of the foreign born offer an unlimited field for the service of a central bureau of Americanization. They reach the workingmen in the cities and the farmers on the prairies. They will gratefully welcome lecturers on American life and readers of American literature. But here again discretion must follow close on the heels of enthusiasm; it is useless to give them anything but what is really good. Speaking in particular for the Scandinavians, the plain man among them is capable of assimilating a great deal of knowledge, and any well-meaning attempt at popularizing it for his benefit may only confirm the attitude of scepticism toward American culture that is all too prevalent among the foreign born—prevalent, alas! because the best so rarely comes their way.

A similar service can be rendered the schools supported by foreign groups. Speaking again for the Scandinavians, their schools have always inculcated American ideals of democracy, but they have lagged behind in the purely cultural fields, largely for lack of funds. A central bureau could be very helpful by supplying them with lecturers and books.

Commissioner Claxton has said that Americanization "is what the foreign born do for themselves when they are shown the way." For this task we need organizations composed of men and women who know the problems of the immigrant from the inside.

After the war, many organizations formed to cope with special conditions have ceased to exist. We learn, for instance, that the Jacob A. Riis League has been dissolved by a vote of its council. The League was formed as a war-time measure, to demonstrate the patriotism of Danish born citizens, its central idea being to put each and every one of these citizens in direct personal touch with the Government. We have here the germ of such a central agency as Dr. Henius suggested, and it has certainly not been without effect, though so short-lived. We hope the idea may be revived in some other form.

FEDERAL AID The Smith-Bankhead Bill now before Congress FOR ILLITERATES provides for a federal appropriation to aid the ~~separate~~ separate states in training and paying teachers for illiterates and persons unable to understand English. The grant is to be awarded only when the state itself takes steps to care properly for all such persons within its borders by requiring of minors over sixteen a minimum of two hundred hours a year instruction in the American language. The bill is the immediate result of the appalling conditions revealed by the draft, when it was found that 200,000 out of 2,000,000, in other words ten per cent., could not read their orders nor understand them when delivered. This condition is by no means confined to the foreign born, for the native South leads in illiteracy with as high as seventeen per cent. Among the foreign groups in the North, the highest per cent., significantly enough, was found in those centers of textile workers which have been the scene of our most violent labor troubles. The problem does not concern us as dealing with citizens of Scandinavian descent, for illiteracy is practically non-existent among them, and none but the very old are unable to understand English. But it concerns us all as Americans to wipe out this dark danger spot in our civilization. The REVIEW heartily endorses the Smith-Bankhead Bill with its provision for the coming six years as a present means of attacking the menacing evil as quickly as possible, although we believe it should be followed by the establishment of a separate Department with a Cabinet Minister at the head. We doubt if there is any other nation claiming our high standard of civilization which has not dignified public instruction by creating an independent Ministry of Education.

NEW FELLOWSHIPS The Trustees of the American-Scandinavian Foundation, at their meeting in New York, on May 3, accepted a donation of a group of fellowships which will place at the disposal of the Foundation, for a term of years, an income exceeding that derived from the Poulson endowment. By a scheme of reciprocity initiated by Mr. Robert Axel Nordvall, Commissioner of the Swedish Government to the United States, and the Secretary of the Foundation, ten American scientific students, beginning with the academic year 1918-19, will be provided with fellowships of \$1,000 each for study in Sweden. The funds have been pledged by Americans who have faith in the value of closer intellectual intercourse between our country and the Scandinavian North. In the same way, Swedes who believe in the intellectual "orientation westward" of their country have pledged funds to send annually ten young Swedish men and women for study in America. An effort is being made to draw not only the advanced specialists who have hitherto taken advantage of the Foundation fellowships, but also the younger

students who can enter intimately into the undergraduate life of American colleges. It is thought that most of the Americans going to Sweden will make use of the opportunities for specialized study in such subjects as physics and chemistry, hydro-electrical engineering, metallurgy, forestry, and lumbering. These are all fields in which Sweden has made remarkable contributions by notable inventions and by maintaining a very high standard of general excellence based on quality rather than quantity production. The definition of subjects is not strictly limited, however, and it was the sense of the Board that in the future they would be given a much wider scope. Stress was laid on the desirability of appointing men and women who would not only seek to procure expert knowledge, but would endeavor to promote the larger purposes of the Foundation and contribute to international understanding and good will. Arrangements for the fellowships are now being completed by the Secretary of the Foundation, who is in Sweden for that purpose. Afterwards he will proceed to Norway and Denmark, where it is hoped he may co-operate with friends of the Foundation in the establishment of a similar interchange with those countries. In this he is greatly encouraged by the generous gift just received of \$1,000 donated by Mr. Joachim Grieg, of Bergen, Norway, to be applied to the work of the Foundation. Complete announcements of the donors as well as the recipients of fellowships will be made in our next number.

EGAN AND President Schofield, at the meeting of the Trustees, LAWRENCE spoke with much feeling of the death of Professor Samuel TRUSTEES Train Dutton of Teachers' College, Columbia University, who has been a Trustee of the Foundation since its establishment. A committee was appointed to express the sympathy of the Board to Mrs. Dutton. His death, following that of Professor Palmer some months ago, left two vacancies to be filled in the Board. As new Trustees were unanimously elected Maurice Francis Egan, late United States Minister to Denmark, and William Witherle Lawrence, Professor of English at Columbia University. Dr. Egan was appointed chairman of a committee to study the problem of Americanization with special reference to Scandinavians in this country.

OUR PRIZE Manuscripts in our prize contest for the best CHRISTMAS STORY Christmas story dealing with Scandinavian-American life must be submitted before October 1. The winner will receive a hundred-dollar prize. Acceptable stories that fail to win the prize may be purchased for later publication. Those not accepted will be returned promptly. The name of the author should not be on the manuscript, but enclosed with it in a sealed envelope.

Current Events

Norway

¶ Exaggerated reports of labor troubles in Norway have arisen from the fact that contracts affecting 100,000 men have expired or will expire this year. About half of these came on April 1. Considering the high prices and the general unrest the world over, the crucial time passed very quietly. The chief points to be settled were the eight-hour day, a vacation of usually a week on pay, and the establishing of the bonuses given to meet the present high cost of living as a part of the fixed wages. All these were settled, with the aid of the public arbitrator, in the main to the satisfaction of the workers. May Day this year was turned into a celebration of the triumph of the eight-hour day. ¶ A fundamental difference in principle between the left and right wings of the labor party was revealed. The syndicalist, led by Martin Tranmael, want short-term agreements of preferably only two weeks in order to maintain a "salutary unrest" on the labor market. The conservatives, whose chief spokesman is Ole O. Lian, believe in the advantages of stability and favor long-term contracts reaching over two or three years, such as those that have just expired. On the whole, the latter seem to have prevailed. ¶ A conspicuous exception to the general peacefulness was the case of the great saltpeter works at Notodden, Norsk Hydro, where 4,000 men were thrown out of work. There were various disagreements which the public arbitrator was unable to settle; some of the men sabotaged by reducing production, and the company shut down the plant. It was thought possible that the matter would be dealt with by the court of compulsory arbitration. This court was established as a war measure, and the Storting decided to prolong its life until April, 1920, being unwilling at present to decide the question of making it a permanent institution. The principle of compulsory arbitration is unpopular both with employers and employees. ¶ The claims of the Norwegian ship-owners for the ships requisitioned by our Government during the war have at last been settled. The whole sum to be paid over is \$43,000,000. The release of this capital will be of the greatest benefit to Norway. The ship-owners need it to pay for the new tonnage they are building in England and Denmark, and the numerous small investors who have had their savings tied up in ships will receive what is due them. ¶ The Norwegian State has been obliged to take over the 700,000 barrels of fish which the British Government bought and stored during the war in order to prevent its falling into the hands of the Germans. Only about one-third is now fit for human food. Much of it will have to be used for fertilizers.

Denmark

¶ Great alarm is felt in Denmark at the report of a third voting zone in South Slesvig. Among those who have expressed energetic protests are Premier Zahle, the chiefs of the various political parties, and the North Slesvig leader, H. P. Hanssen. No doubt many Germans will take advantage of the opportunity to escape the oppressive taxation in Germany by coming to Denmark, and it is feared these people may be strong enough to start a Slesvig or Slesvig-Holstein separatist movement. The North Slesvigers want nothing of this kind. They desire only to be reunited with their kinsmen and form an integral part of Denmark. The Danes in the kingdom are equally opposed to accepting into their little country a large alien and unsympathetic element. ¶ Unless the coal situation is swiftly relieved, Danish industry faces a crisis greater than any that has gone before. The disaster of a coal famine, which a skillful Government was able to avert during the war, has come upon the country after the armistice, when it might be supposed the worst was over. The Allies have forbidden the exportation of coal as well as of certain raw materials, chiefly steel, iron, and chemical dyes from Germany. At the same time, the coal mine strikes in England and Scotland have produced a shortage, which has forced the British Government to limit exportation, in order to protect its own supplies. The small quantity that has been obtainable has cost the Danish exporters 90 shillings a ton in British harbors, which means 145 kroner to the consumer in Denmark, although British coal is selling at 35 shillings a ton to domestic and Allied purchasers. ¶ Contracts affecting about 200,000 workmen expired this year. Most of these were amicably adjusted. The only serious conflict was that of the building trades in Copenhagen, who held out for an eight-hour day and, in the end, won their point after a lockout lasting many weeks. The workers, while idle, had an impressive, quiet and dignified parade with banners demanding the expropriation of building materials and the socialization of the building industry. The eight-hour day is now very near complete victory all along the line, while wages have increased one hundred per cent. since 1914. ¶ The cabinet crisis of last spring ended with the continuance in office of the Zahle ministry. It will be remembered that the Government failed to secure a majority in the Landsting. None of the other parties, however, were able to get a majority in the Folketing. The King, by asking the cabinet to remain, clinched the principle that the complexion of the Folketing, and not the Landsting, is the determining factor in the choice of ministers. ¶ The shipment of American goods via Copenhagen has increased so greatly that the Free Port, has hardly been able to cope with it.

Sweden

¶ The municipal and county elections recently held are significant as the first under the new democratic suffrage law. The increase in the electorate, due largely to the participation of women, is shown by the fact that in Stockholm the Conservatives almost doubled their voting strength, the Liberals more than doubled theirs, and the Socialists multiplied theirs very nearly by two and a half. Out of a total of 100 seats, the Socialists won 55 (51 Right and 4 Left Socialists), the Liberals 10, and the Conservatives 15. Stockholm will now have a Socialist municipal government, as Christiania and Copenhagen have had for some time. ¶ The Socialist gain is especially marked in the big cities. In the country districts the Conservatives held their own better, but the character of their leadership is changed, the farmers having to some extent superseded the business and professional men. ¶ The constitution of the Riksdag may be forecast from that of the municipal and county bodies which elect members of the first chamber. It is clear that the Conservatives have hopelessly lost their preponderance, but the Socialists have not gained a clear majority, and the balance of power will therefore be held in the first chamber, as in the second, by the smaller Liberal group. ¶ The vital question in Swedish politics now is whether the Liberals will continue to act with the Socialists after the democratization of the suffrage has been practically achieved. They may come to a parting of ways when the Socialists think the time is ripe for beginning in earnest their specific programme of socializing industry, with which the Liberals are not in sympathy. There are, of course, some among the Socialists who think their party as the strongest, should form a purely Socialist government. On the other hand, there have not been wanting overtures from the Conservatives to the Liberals to join them in a *bourgeoise* block. So far as we may judge from mail advises, however, there are no signs of any immediate shifting of party alignment. The leaders of the two radical parties seem to feel that they can co-operate with advantage for some time to come. There are many details to be worked out in those democratic reforms which they have put through together, and there are new measures, chief among them the eight-hour day, on which they can unite. The question of defenses may cause a split, but at present there seems a tendency to await the development of the League of Nations before committing Sweden to any fixed military force. ¶ The Government has sent the Peace Conference a request that the status of the Åland archipelago be settled by a plebiscite. The Government pledges itself, in the event that a plebiscite should give the islands to Sweden, to prevent their being used as a military basis by a foreign power.

Books

THE DESTINIES OF THE STARS. By Svante Arrhenius, Ph.D., President, Nobel Institute, Stockholm, Sweden (Recipient of the Nobel Prize in Chemistry, 1903). Authorized translation from the Swedish by J. E. Fries, Fellow A. I. E. E. Illustrated. G. P. Putnam's Sons. New York and London. 1918. xiii and 256 pages Price \$1.50.

In his latest book, which has now been made available to the English reader in a careful translation by J. E. Fries, Svante Arrhenius adds another chain of essays to those he has already given us in his earlier works *Världarnas Utveckling* (The Development of the Worlds) and *Människan inför Världsgåtan* (Man Before the World Riddle). The author this time chooses a somewhat narrower field, confining himself to the nearest stars, the planets, and the moon. In fact, his book might have been entitled "The Destinies of the Planets."

The first essay shows how modern astronomy has developed out of that half religious, half superstitious study of the regular heavenly phenomena which was necessary even in a very primitive age as a means of measuring time. The next deals with the modern theories of the Milky Way as a spiral nebula, and in the following chapters the author gives an exposition of the meteorological and geological importance of the cooling stars. He devotes a whole chapter to Mars, coldly and systematically knocking the props away under any belief in the existence of the "highly intelligent men and marvellous engineers" with whom the imaginations of Flammarion and Lowell have populated the red planet. Arrhenius declares that the much discussed "canals" on Mars are merely cracks in the cooling crust of the dying planet and that, owing to low temperature, no life can exist there, except possibly the lowest kind of snow algae, and finally he suggests, with a trace of sarcasm, that cooler logic and less preconception would be beneficial in the study of Mars.

Mars, Mercury, and the moon represent three different kinds of cosmic death; from the fate of these stars Arrhenius reads dire prophecies dooming our earth to a similar fate. It is not a very agreeable picture he draws of the future of our dear planet. With oceans frozen to the bottom, with continents turned into vast deserts swept by devastating sand-storms, devoid of every trace of organic life and finally mummified under a deep cover of green meteoric dust, the earth will continue to revolve in its orbit through trillions of years to come, visible only by the ghastly blueish green light reflected from it.

Meanwhile a new dawn may break in our solar system from cloud-covered, rain-dripping Venus, when she has cooled down sufficiently to allow higher form of life to develop. Possibly there are even now giant ferns and other lower plants growing in the hot-house atmosphere of her swamps and in their decay building up layers of coal, from which some day another breed of intelligent beings may grow to consider themselves the masters of the world. EDY. VELANDER.

THE SOUL OF DENMARK. By Shaw Desmond. New York: Charles Scribner's Sons. 1918. 277 pp. Price \$3.00.

The impression left by this book is that Denmark has no soul, or none to speak of; that if she once had one, it has been smothered in good living, stunted by the sense of her littleness, warped by the fear of being ridiculous. Mr. Shaw Desmond thinks that the great events of the war may have awakened Denmark's soul; he instances the increased church attendance and the run on fortune-tellers as obverse sides of the same impulse; but again he dashes our hopes by the one word *goulash* and all that it stands for.

At the risk of being ponderous, which Mr. Shaw Desmond never is except in

his title, one would like to ask: what is soul anyway? If soul is temperament, then of course the phlegmatic Dane must be found lacking, especially if compared to the Celt. But if soul has anything to do with the power of devotion to an ideal, with aspirations toward goodness and justice, with sensitiveness to beauty, and strength of loving, the comparison might not be all unfavorable to the Dane. What, for instance, has kept the South Jutlanders Danes through all these years of persecution? Is it not something that smacks of soul?

The author claims that the Danish language has no equivalent for spiritual, and says that when he attempted to use the word, his listeners stared at him in blank amazement. This is not to be wondered at if he translated it with *aandelig*, which in common usage has come to mean pietistical. On the other hand, a Dane might retort that English has no equivalent for *aand* or its adjectives *aandrig* and *aandfuld*, all implying intellect with a breath of soul. Or he might remind the Irishman that, in English, the word soulful is a jibe whereas among Scandinavians *sjaelfuld* is the very highest praise of an individual or a work of art. Mr. Shaw Desmond describes the spiritless singing in Danish assemblies. A Dane might reply that no people are more given to singing as they go about their daily work and none have lovelier songs. An attempt to discuss the soul of Denmark without considering either her folk-songs or the great masters of her literature is necessarily inadequate, and this is partly the reason why Mr. Shaw Desmond's book, clever and sympathetic though it is, falls short of, for instance, the really *aandrig* book on Sweden by a French writer, André Bellesort.

If the author had not chosen to emphasize his argument by the title, perhaps his charming picture of the surface aspects of Danish life would have been the part of the book that lingered longest in the memory. He has a fine appreciation of the personal democracy which is carried almost to perfection in Denmark, and he revels in the Danish *hygge*. He disposes—would it might be forever!—of the fierce, blue-eyed viking that still strides through the imagination of other peoples when they speak of Scandinavia, and shows the Danes in the pleasant virtues and vices that differentiate them from Norwegians and Swedes as well as from Anglo-Saxons, as lovers of life, intellectually curious, fond of good talk and good food and soft living, disposed to round off the sharp corners of life, and, above all, devoted to the cult of amusement—at more sig!

On the whole, the book is chatty and readable and only irritating enough to be stimulating.

H. A. L.

NORMAN INSTITUTIONS. By Charles Homer Haskins. Cambridge: Harvard University Press. Price \$2.75.

The invasion and conquest of England by the Normans in the eleventh century is one of the great landmarks in the history of the world. An alien aristocracy seized the government and the resources of the English nation and forced the currents of English national life into new channels. The influence of the Norman settlement extended into many fields, though it is perhaps most evident in the matter of institutional growth. It is, however, very difficult to determine precisely what the Normans contributed to the English constitution; much energy has been spent in efforts to determine whether such institutions as the exchequer or the jury are of Norman or of English origin.

Many of these problems have been brought nearer to a satisfactory solution by the researches of Professor Charles H. Haskins, dean of the graduate school of Harvard University, who for the last twenty years has devoted much of his time to the study of Norman documents. It will be remembered that in 1915 Professor Haskins published a work on *The Normans in European History*, in which he traced the career of this marvelous people in their various fields of activity. The present work is a study of the institutional changes and progress

under the several Norman dukes from the accession of William the Conqueror to the death of Henry II. A separate chapter is devoted to a discussion of the Norman jury.

The documentary materials for the study of the institutional arrangements of the tenth century have been destroyed, if they ever existed; and Professor Haskins has consequently not been able to throw much light on the probable Scandinavian origin of some of these arrangements. The traces of Northern influence that he has discovered are slight; he finds certain customs relating to the enforcement of outlawry and the protection of the plow by the Norman duke, which apparently go back into Scandinavian history. A comparative study of Norman customs and the later Scandinavian codes may yield further information on this point, but so far as the writer is informed no such study has as yet been undertaken

L. M. L.

MY ÁNTONIA. By Willa Sibert Cather. With Illustrations by W. T. Benda. Boston and New York. Houghton Mifflin Company. 1918. xiii and 419 pp. Price \$1.60.

Miss Cather has given us two Swedish heroines, both daughters of the pioneer Middle West, which she knows so well. In *My Antonia* the setting is the same, though the heroine is a Bohemian girl of the rich, full-blooded type that is made to be the mother of young races. We were about to write an appreciation of Miss Cather's book, when a review by H. T. F. in the *Atlantic Monthly* came into our hands and seemed to express what we had to say so well that we prefer to quote from it:

"Miss Cather's Americanism is her belief in the 'foreigner' and in the absorption by America of the stanch moral qualities of the pioneer immigrant. These qualities the immigrant brought, it is true, along with his red-handkerchief bundle; but his new life strengthened them an hundredfold, to the immense profit of his sons and daughters and of American industry and agriculture generally.

"To show what stuff Americanism is made of, Miss Cather chooses a background which she knows well—the Nebraska prairie country. It is a glorious land, in which one feels 'motion in the landscape; in the fresh, easy-blowing morning wind, and in the earth itself, as if the shaggy grass were a sort of loose hide, and underneath it herds of wild buffalo were galloping, galloping.' But it is also obdurate and grudging. In it the author places a group of immigrants who, giving all that is in them, force even prosperity out of the unwilling soil. One of Miss Cather's points is that some of them had more to give than the native settlers had; and the result helps prove her point, for 'to-day the best that a harassed Black Hawk merchant can hope for is to sell provisions and farm-machinery and automobiles to the rich farms where that first crop of stalwart Bohemian and Scandinavian girls are now the mistresses.' The reader follows Miss Cather's enthusiasms, and says with Frances Harling, 'You always put a kind of glamour over them [the country girls]. The trouble with you . . . is that you're romantic.'

"*My Antonia* is, then, a book of enthusiasms, a collection of tales, anecdotes, and odds and ends of human tragedy, all bearing directly or indirectly on the immigrant and his thoroughgoing tussle with life. The shortcomings of native settlers lend cogency to the plain implication that the immigrants' moral and physical contributions are among the essential, the enduring gifts to the nation and the race."

The American Scandinavian Foundation

Appointment of Traveling Fellows and Scholars for the Academic Year 1919-1920

FELLOWS

From Sweden

ERNST FOLKE GRANGE, civil engineer, to study road and bridge building.
SVEN INGVAR, M.D., to study histological neurology at the University of Chicago.

From Norway

AKSEL ANDERSEN, assistant at the Trondhjem Institute of Technology, to study iron and concrete construction.

ERIK HARILDSTAD, teacher in the Christiania School for the Blind, to study pedagogy in institutions for the blind.

Honorary (without stipend)

HERMAN DEDICHEN (Honorary Fellow for 1918-1919) to continue his research work in the bi-products of cellulose at the Massachusetts Institute of Technology.

LUDVIG FJÆRLI, Secretary in the Trondhjem Institute of Technology, to study economics.

From Denmark

ANDERS KRISTIAN BAK, master of science, to study combustion and thermodynamics at the Massachusetts Institute of Technology.

HUGO FRICKE, master of arts, to study physics, especially Roentgen rays at Harvard and other universities.

Honorary (without stipend)

T. U. H. ELLINGER, master of science, to study heredity in the breeding of domestic plants and animals at Johns Hopkins University.

From the United States

KEMP MALONE, teacher, to study Icelandic literature, and to assemble material for an historical grammar of that language at Reykjavik.

IRMA C. LONEGREN, bachelor in sociology at Bryn Mawr College, to study sociology at Uppsala University.

INGA M. BREDESEN, teacher, Central High School, Minneapolis, to study the Norwegian language and literature at the University of Christiania.

ADDITIONAL STIPENDS

KAREN LARSEN, instructor in history at Mt. Holyoke College, to devote the summer to continuing her study of Slesvig under Prussian Rule, at Columbia University.

THE PUBLICATIONS of the Society for the Advancement of Scandinavian Study.